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ABSTRACT

Through an examination of the transition process used by a representative sample of successfully employed handicapped individuals in Florida, specific transition strategies and the degree to which they were used were identified. Fifty successfully employed handicapped individuals participated. The high school experience was cited as essential in the provision of services and personnel to initiate and implement the transition process. Ongoing reinforcement by all family members, in combination and in isolation, provided essential support--both emotional and financial. An overwhelming majority of subjects cited a variety of types and combinations of services that were short-term, long-term, and/or ongoing. Some correlations were noted according to type of disability, but as a group, the provision of options and alternatives designed according to individual need was apparent. Most had employment experience during their high school years, whether independently or as part of a cooperative work experience program. Most agency services were supported through the efforts of the private sector or via state funding. Appendixes include listings of project staff and consultants, survey instruments, a workshop agenda, an outline of transition strategies, and references. (YLB)

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FINAL PROJECT REPORT

1. PROJECT TITLE:

EMPLOYMENT SUCCESS OF HANDICAPPED INDIVIDUALS

VIA

THREE TRANSITION STRATEGIES

2. PROJECT NUMBER: 121 808 457

3. PROJECT DIRECTOR: DR. STUART E. SCHWARTZ

4. GRANTEE INSTITUTION: UNIVERSITY OF FLORIDA

5. PROJECT PERIOD: SEPTEMBER 1, 1984 - AUGUST 30, 1985

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FINAL REPORT

EMPLOYMENT SUCCESS OF HANDICAPPED INDIVIDUALS VIA THREE TRANSITION STRATEGIES

WRITTEN BY:

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University of Florida

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6. PROJECT PURPOSE

Transition from school to work is a process that encompasses a variety of services and experiences that lead to employment. Will (1984) has defined the transition process as that period which encompasses high school, graduation, additional post secondary education or adult services, and the first years of employment. A great deal of attention has recently been given to the transition of disabled persons from school to the world of work. Academic years provide a structured, relatively consistent, and organized environment. For those defined as handicapped during their academic years, the transition to a competitive and varied employment setting can create emotional and financial burdens for both the individual and society.

Costs for supporting the unemployment and dependence of the handicapped can be greater than that of the general public. White, Alley, Deshler, Schumaker, Warner, & Clark (1982) have suggested that learning disabled students have more crime convictions than non-learning disabled students. Further, Brolin and Elliot (1984) have stated that 42% of the prison population is handicapped. The handicapped also appear to be more limited in their social and recreational activity levels than the non-handicapped. White, et al. (1982), stated that reduced social status and goal orientation, together with fewer close friends and hobbies typify the handicapped population. Further, the overall emotional status, job satisfaction, and ability to live independently may be reduced, according to the same authors. The commitment of the U.S. Office of Special Education and Rehabilitative Services (OSERS) is consistent with the needs identified for the handicapped population.

OSERS has set a national priority, the task of "improving the transition from school to work for all individuals with disabilities." (Will, 1984)

In Florida, as well as other states, investigators have focused upon the various strategies utilized by handicapped persons during this transition phase. These strategies include educational experiences, both academic and non-academic, as well as post educational supportive services which have been employed by the handicapped during the transition period. The training of both academic, as well as recreational, leisure time, and daily living skills was stressed by White et al. (1984), as vital to the successful transition of handicapped students into the world of work. This position is supported by Gottfredson, Finucci, & Childs (1984) as well as Horn et al. (1984) who suggest that learning disabled students can compete on an educational level commensurate with their non-learning disabled peers and achieve comparative managerial positions. Burton & Bero (1984), together with Maguire and Ashton (1981) suggest that on the job training, task analysis, and relevance between training and employment are necessary components in any educational program for the handicapped. West and Newton (1983) focused upon the emphasis on achievement, together with the mainstreaming effect of education as vital factors for the successful transition of the handicapped into the world of work.

Brolin and Eliot (1984), Sailor and Guess (1983), Schloss & Schloss (1984), and Mithaug, Horiuchi, & Fanning (1985) have outlined several important roles for the special educator. Within the school setting, this professional can function as an environmental manipulator, instructor, integrator of services, as well as a family and student counselor. Further, by coordinating educational experiences with agency, community, and employment opportunities, the special educator can facilitate the transition of the handicapped.

Additional strategies used by the handicapped include those that are non-academic. Brolin and Eliot (1984) stress the development of independent living skills (leisure time, grooming, money management, transportation, child and health care, housing, etc.), basic employability skills (work values, dependability, decision-making, etc.), and interpersonal relations (stress management, communication, cooperation, etc.) beginning at elementary school levels.

Other authors have delineated barriers encountered by the handicapped upon attempting to enter the world of work. West and Newton (1983) described pervasive sexual stereotyping in terms of expectations, training opportunities, and career choices. Ford, Dineen, & Hall (1984), together with Hasting, Hill & Kindinger (1983) described reduced feedback from employers, employee inflexibility, noncompliance, and limited social and life skills as barriers to the successful employment adjustment of the handicapped. Wehman (1984) also suggests that the handicapped are underemployed and underpaid. White, et al. (1984) cite poor attitudes toward educational preparation as a pervasive barrier.

Thus the priority of the Office of Special Education and Rehabilitative Services with regard to identification of successful transition strategies is consistent with the needs of Florida's handicapped students and the current focus of the Division of Vocational Education. The results of the University of Florida Rural Research Project (Hensel, Schwartz, and Westling, 1981) clearly indicate a need for further study of transition in our State. This study must include not only the identification of strategies employed, barriers encountered and overcome, but also suggestions and recommendations for future program revisions and implementation.

Several authors have addressed the need for alterations in traditional services for the handicapped leaving the traditional academic setting. Wehman (1984) has outlined a three-part transitional model: school instruction,

planning for transition, and placement in meaningful employment. The Office of Special Education and Rehabilitative Services (Will, 1984) has suggested increased transitional services which emphasize increased salaries, quality of employment, opportunities, life quality, benefits, mobility, communication, and integration. This model delineates three types of transitional services: those typically used by all high school graduates, time limited services, and ongoing services. Others such as Wehman and Hill (1981) have suggested greater interagency service coordination and on the job training. Rusch, Schutz and Agran (1982) stressed increased employer/educator contact prior to employment. These authors outline a longitudinal curriculum to address this need. Siefferman (1983) and Brolin & Eliot (1984) advocated the increased utilization of Continuing Education resources, such as Career Development Centers and Community Colleges by the handicapped. Others, such as Wehman & Hill (1981), Mithaug, et al. (1985), Ford & Dineen (1984), Mithaug, Horiuchi, & Fanning (1985), Brown (1984), and Rusch, Schutz, & Agran (1983), stressed greater interagency coordination of services; on the job training; nonsheltered placements; interdisciplinary personnel development; followup; and cooperation among educators, rehabilitators, social workers, and business/industry figures. Finally, Merachnik (1984) has advocated the inclusion of the vocational educator in all special education planning and implementation strategies.

In conclusion, Will (1984) has suggested that too little is known with regard to actual transition experiences. Careful descriptions which delineate strategies and barriers utilized by the handicapped are needed to facilitate planning for future transition services, policies, programs, and evaluation strategies. This report focuses on the handicapped in the State of Florida, with regard to those issues which have been identified as vital to the successful transition of the handicapped from the educational setting to the

world of work. The findings may aid OSERS with future planning and programming. In addition, the dissemination of current and valid information which identifies strategies and barriers currently faced by the handicapped in transition, may facilitate more rapid implementation of useful programs. Ultimately, the handicapped population will be better served in the transition from education to the world of work.

7. PROJECT OBJECTIVES

This report attempts to accurately describe the successful transition of fifty identified handicapped individuals from the academic setting to the world of work. To aid in the delineation of the experiences of these individuals, the objectives of this project are as follows:

1. the identification of a representative sample of successfully employed individuals who had previously been defined as handicapped during their educational years.
2. the identification of transition strategies which have been used successfully by handicapped persons entering the work force. Discussion of these procedures used for entering the world of work will focus on Special Services, Time-Limited, and Ongoing transition services.
3. the determination of the extent to which those strategies have been used in the transition process.
4. the identification of barriers which handicapped persons have encountered throughout the transition period.
5. the description of methods used by handicapped persons to overcome such barriers.
6. the suggestion of future changes needed in transition services as a result of indications regarding transition strategies: those which are useful and those which are not; those which need more emphasis throughout the State and those which should be deleted.

8. PROJECT DESCRIPTION

Activities

Preliminary

Consultants, additional advisory board members, an outside evaluator, and project staff members were interviewed, apprised of their responsibilities, and hired (See Appendix A & B).

Preliminary meetings with members of project staff were held to delineate the parameters of the study, formulate specific procedures, and establish timelines.

The project staff subsequently developed all forms, guidelines, and questionnaires (See Appendix C). In addition, the training meeting for the ten consultants was outlined in detail.

Contacts were made via SpecialNet and individual communication to establish a network of support personnel for assisting the local consultants. Staff members from the five vocational regions were solicited for assistance when necessary.

Training Session

A training session for the project consultants was held at the University of Florida on April 15, 1985 (See Appendix D - Workshop Agenda). All project staff, the Project Coordinator -Dr. Robbie Tootle, and nine of the ten consultants were in attendance. The tenth consultant was trained individually by the Project Director at a later date. At the staff training session, the major objectives of the project were reiterated; specific procedures were outlined and modeled by the staff and subsequently rehearsed by the participants.

These procedures included: guidelines for conducting an interview, the use of a tape recorder, scheduling appointments, obtaining permission, maintaining confidentiality, questioning/probing techniques, notetaking skills, report writing, and mailing.

Final determination of five subjects to be interviewed by each consultant was made by project staff members. Consultants were instructed to conduct their individual interviews and submit preliminary drafts to specific staff members by May 15, 1985.

Following the distribution of materials (forms, audio-tapes, mailing envelopes), the meeting was adjourned.

Data Collection and Reporting

According to the guidelines and procedures established at the training session, each consultant conducted and tape recorded an in-depth interview with five subjects. Each subject had been selected on the basis of successful employment and previous identification as a handicapped individual.

Following each interview, in which careful attention was paid to accurate recording of the subject's responses, the consultant completed a preliminary study draft. Verification of specific data was obtained from family members, employers, friends, or education records when necessary, in addition to the tape-recording of the interview. The consultant submitted each study draft and audio tape to the project staff for review.

Study drafts were returned to each consultant for final report preparation. Opportunities for revision and the inclusion of additional data were thus provided. Each consultant was visited by a staff member in order to have the opportunity to discuss individual problems, observations, conclusions which had arisen during the interview/report-writing process.

Data Analysis

Final reports were submitted to the Project Director by June 15, 1985. All of the data and case studies were then reviewed following approved research procedures to discern any patterns, trends, and/or similarities for inclusion in this Final Report.

Materials (See Appendix C)

According to the guidelines of this grant, the project staff developed all forms and materials utilized. These forms were based upon a careful review of the literature to determine the specific focus of this project. Additionally, experts who have been conducting research throughout the United States in the area of transition strategies for handicapped persons were consulted. Their suggestions were incorporated not only into the procedures used but most specifically into the design and types of the following forms:

1. Interview Form (pp. 1-17)
2. Skills Survey (pp. 1-2)

Other forms were based either upon the experience of the Project Director and Co-Director with previous research projects for the State of Florida or the requirements of the University of Florida. These forms include those used to obtain:

3. Permission for Experimentation with Human Subjects
4. Participant permission

Separate audio tapes were provided for each interview to provide accurate reporting and verification of interviewer impressions. The use of audio tapes during in-depth interviews is supported by experts in the field.

Personnel

Project Director

Project Co-Director

The Project Director and Co-Director, full professors from special and vocational education, respectively, at the University of Florida, directed this project. They were responsible for the design and implementation of the total project such that the grant objectives could be achieved in an organized and efficient manner. These responsibilities included data analysis; report writing; consultant training; as well as the development of all necessary guidelines, procedures, contracts, record keeping forms, and administrative functions. In addition, the Director and Co-Director selected the project staff, consultants, and evaluator.

Advisory Board

The ten consultants, and one additional person recognized for her expertise in career/vocational/special education, comprised an advisory board. Suggestions offered by some board members as a result of their direct contact with individual interviewees contributed to a more meaningful analysis of data. Others had direct impact upon the development of various forms and interview procedures.

Consultants

Ten educational leaders or master teachers in the areas of vocational education were selected and contacted by the Project Director and Co-Director to function as Project Consultants. Two professionals were selected from each of the five vocational regions in the State and represented a variety of disciplines. These key individuals were expected to possess a thorough knowledge of their service districts both with regard to both services and

individual handicapped persons. This utilization of local personnel to access data ensures the selection of subjects from a representative statewide sample.

The Consultants completed a contract which followed State and University guidelines. This contract established their responsibilities as follows:

1. Attendance at a training meeting.
2. Five (5) in-depth case studies which followed a previously-defined format.
3. Meeting with Project Staff during the data collection period.
4. Completion of a preliminary and final report for each case study.

Project Staff

The Project Director and Co-Director selected three (3) doctoral students from the Department of Special Education to function as Research Associates for the duration of the Project. The responsibilities of the Research Associates included collaboration with the Project Director and Co-Director in the development of all forms, questionnaires, and research procedures. These associates also played an integral role in the planning and presentation of the inservice meeting for project consultants. During the data collection phase, the associates maintained contact with specific consultants and provided on-site consultation prior to the formulation of each individual final report.

In addition, the Project Director and Co-Director selected a doctoral student from the Department of Special Education to function as a staff assistant. Primary responsibilities of the staff assistant focused upon organizational and clerical duties in preparation for the inservice meeting for project consultants.

Project Evaluator

An independent, outside evaluator, Dr. Eleanor Levine, was hired by the Project Director and Co-Director. This evaluator conducted a reliability and validity check to insure that the project staff members analyzed the data correctly and thus reached appropriate conclusions. No actual writing responsibilities were given to the evaluator. (See Appendix E-Evaluator's Report).

9. Project Outcomes

Through a careful examination of the transition process used by a representative sample of successfully employed handicapped individuals in the State of Florida, specific transition strategies and the degree to which they were utilized have been identified. Those strategies which are available and not implemented can, in turn, become barriers which must be overcome to achieve successful employment. Methods utilized to overcome employment barriers can then become strategies. To ensure the continued development of meaningful and appropriate transitional programming for the handicapped, the specification of strategies and barriers is essential. These important components have been identified both through extensive subject interviews, as well as a detailed description of the subject population.

Population

Background Information - General

As outlined in Section 10 of this report, 50 successfully employed handicapped individuals, ages 19-25, were selected to participate in this project. Sample statistics are as follows:

Sex:	Male	34	Female	16
Race:	Caucasian	34	Black	16
Marital Status:	Single	45	Married	5
Parent:	Yes	9	No	41

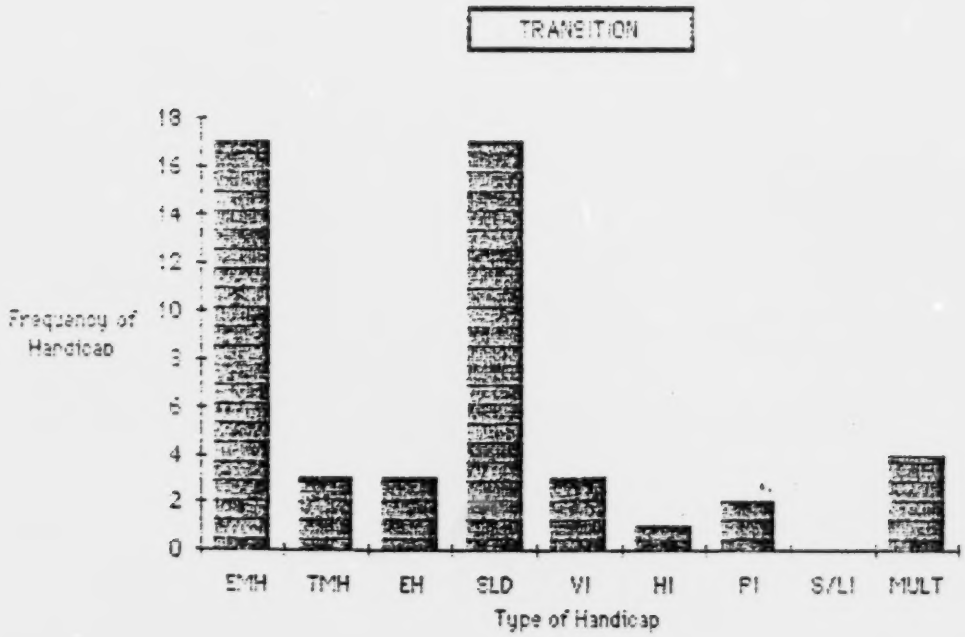
Type of Handicap (see Figure 1):

Educable Mental Handicap	17
Trainable Mental Handicap	3
Emotional Handicap	3
Specific Learning Disability	17
Visual Impairment	3
Hearing Impairment	1
Physical Impairment	2
Multiple Handicap	4
Total:	50

Background Information - Education

Of the 50 subjects, 47 graduated from high school at an average age of 18.9 years. The mean grade level attained by the subjects was 11.9. A general high school was attended by 32 of the subjects; a vocational high school by 3 subjects. The remaining 15 subjects attended high schools in other categories, such as private religious or public special education center schools. Of the 47 high school graduates, 29 earned regular diplomas; 13 earned special education diplomas; and 5 earned certificates of attendance. A majority of subjects attended only one high school (74%) and participated in some type of special programming (66%). Others (24%) had special teachers, tutors, counselors, or some combination thereof. Only 10% stated that they received no special services during their academic years. Only 36% of the subjects completed their education without repeating a grade level. The number of subjects who repeated only one grade (40%) was almost double that of the number of subjects who repeated two grades (22%). One subject repeated three grades. Of the initial repetitions, 59% occurred at the elementary school level (grades 1-6). Of the subjects who repeated more than one grade level, 100% did so at the secondary level (grades 7-12).

Figure 1



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Only 5 subjects dropped out of high school and, of those, 2 subjects reentered. A majority of subjects (64%) have not attended any form of post high school education; and, of those who have, 78% have chosen vocational training and 33% have chosen two-year community college programs. Only one subject has attended a four-year college program.

Background Information - Employment

Each of the fifty subjects has been successfully employed by the same employer for a period of at least three months. The average length of employment at the current job was 21.5 months. Subjects were placed into one of six job classifications (see Table 1-A):

Construction:	laborers, electricians, plumbers, mechanics, etc.
Transportation:	operation or maintenance of vehicles used for transportation.
Business/Office:	clerical worker, secretary, receptionist, file clerk.
Public Service:	food service, custodial, horticulture, child/medical care.
Professional:	positions requiring training/licensure.
Other:	government, retail sales.

The majority of subjects are currently employed in either Public Service (56%) or Construction (22%) occupations. Those individuals designated as learning disabled represented all five job categories while the hearing impaired were limited to Public Service occupations. When present occupations are compared with those first held following graduation from high school (Table 1-B), more subjects are now employed in Transportation, Business, and Public Service, and Professional categories; with concommitant reductions in the areas of

TABLE 1

Part A

PRESENT OCCUPATIONS

Type of Handicap	Category: Construction	Transportation	Business/ Office	Public Service	Professional	Other
EMH	18.0*	0.0	0.0	82.0	0.0	0.0
TMH	0.0	33.3	0.0	33.3	0.0	33.3
EH	33.3	0.0	0.0	66.6	0.0	0.0
SLD	35.0	6.0	6.0	41.0	6.0	6.0
VI	33.3	0.0	3.3	0.0	33.3	0.0
HI	0.0	0.0	0.0	100.0	0.0	0.0
PI	0.0	0.0	50.0	0.0	0.0	50.0
MULT	25.0	25.0	0.0	50.0	0.0	0.0
COMBINED	22.0	6.0	6.0	56.0	4.0	6.0

PART B

FIRST OCCUPATION

COMBINED	32.0*	4.0	4.0	52.0	0.0	8.0

* % OF CATEGORY

construction and other. Of the total number of subjects, 96% were rated appropriately employed both for their specific level of functioning and for their geographic/economic area. Most employees function in situations which require a combination of directed and independent functioning skills for a salary at or above minimum wage levels (80%). Only six subjects are self-employed and comprise the 10% who have, in the past, taken paycuts when deemed necessary. In contrast, raises have been received by 64% of the subjects. An average workday consists of 7.6 hours; and an average workweek, of 38.4 hours. Many subjects work weekends (46%) and holidays (52%) and cite high attendance records (72%), and a low number of sickdays (4) taken each year. Most (78%) are not participating in on-the-job training/education programs at the present time. Reading and mathematics skills are used by 70% and 54% of the subjects, respectively, during the daily course of their jobs. Of those subjects who worked during their high school years (35), 15 participated in cooperative work-study programs and 20 worked independently. An average of 2.4 jobs have been held since high school and an average of only 4 subjects has ever been employed. The average length of that unemployment was 7.6 months. Of the eight subjects who have lost jobs, 71% were fired. Most employees (86%) plan to stay at their present jobs; 48% of those, for an indefinite period of time. Of those who have considered other employment, 59% have focused on the Public Service category.

Background Information - Personal

Subjects demonstrate varied levels of financial and personal independence. However, most (82%) assume responsibility for their primary source of income, rather than being dependent upon family members (4%), agency assistance (8%), or some other combination of sources (6%). Many cited various types of bills

such as rent (46%), utilities (43%), loans (28%), revolving charge acccounts (20%), entertainment (42%), or others such as insurance or child support (54%) for which 58% assume full responsibility. Only 22% of the subjects' parents take on the total burden of paying these bills. Eleven (11) subjects' use credit cards. Most subjects pay their bills either with cash (42%) or by check (34%) from checking and/or savings accounts which 64% of them maintain. Only 10 subjects carry no insurance; others cited various combinations of protection: accident (18%), life (44%), health (58%), or automobile (48%). Most (56%) provide their own transportation to and from work - 26 own their own cars, 29 have driver's licenses. Others rely on family members (16%), friends (6%), public transportation (6%), or some other source, such as a boss (16%).

Of the 50 subjects interviewed, 26 live in independent settings and 13 in semi-supervised settings. Ninety-six percent (96%) of the subjects live either in an apartment setting or within their own family home. None are institutionalized and only one individual lives in a group home. One subject has ownership of a private residence. Only 12% live alone - 40% live with one-two others; 32% live with three-four others. With regard to parents of the subjects, mothers of 92% of the subjects live at home and 70% of mothers are employed. Of those, 64% are employed in either Public Service, Construction, or Business categories. Fathers of 60% of the subjects live at home and 68% are employed. Of those, 52% are employed in either Construction, Professional, or Other job categories. Close supportive relationships with either or both parents were cited by 30% of the subjects. Others (32%) stressed other varied combinations of support from other family members.

Many (60%) of the subjects participate in some combination of active/ inactive leisure or recreational activity, either with friends at work (88%) or friends outside of work (88%). However, only 36% have an affiliation with any

formal club or organization. Finally, one subject served in the military; and seven individuals have committed minor violations of the law.

Strategies

Transition has been defined as the period which spans the high school years through the first years of employment. Successful transition from the academic setting to the world of work requires that the potential employee have acquired certain skills. These skills include, but certainly are not limited to: the ability to communicate and interact effectively with others, to function independently, to utilize basic academic tools, and to demonstrate employability skills. The fact that an employee can demonstrate any or all of these skills attests to the utilization of certain resources. These resources include personnel, programs, and services which are available within an educational, personal, agency, and/or employment setting. Thus, the utilization of any of these resources can be defined as a strategy for successful transition.

A general discussion follows which summarizes the extent to which Short-term (Special Services), long-term (Time Limited), and/or Ongoing strategies, offered throughout the span of high school years through the first years of employment are actually utilized by the handicapped. Short-term (Special) services are one-time occurrences, such as a single assessment or reference for employment, or the purchase of a hearing aid. Long-term (Time Limited) services are of longer duration and include preparation by teachers in various skills areas, limited counseling services, and supplementary funding. Ongoing services are those which continue indefinitely, such as counseling, SSI, or support from family or friends. (See Appendix F for a more detailed description of specific services available within each category.)

Table 2 delineates those strategies utilized by the handicapped as a group as well as by category of handicap. As can be determined from the total figure, most individuals chose a combination of services (56%) when entering the job market. Only 12% used no services whatsoever. When each handicap category is examined individually, specific trends are obvious. Those individuals defined as Learning Disabled or EMH used all types of services, with the exception of Ongoing Services. A minority of subjects in the EH category were the only subjects who took advantage of this category. Both those in the TMH and PI categories used combined services to the exclusion of all others. The Hearing Impaired were the only individuals to use Special Services exclusively. The individual, as well as total figures indicate the varied utilization of all types of services by those with all types of handicaps in the actual acquisition of an occupation.

Table 3 represents the utilization of transition services by the handicapped in maintaining an occupation, once acquired. Again, the summary figures indicate the overall utilization of a variety of services. In addition, certain trends can be perceived. The use of Special (22-6%) and Combined Services (56-36%) decline once a position has been acquired. At the same time, the use of Time-limited (8-18%) and Ongoing Services (2-12%) increase, together with less reliance upon any service at all (12-28%). Two handicap categories retain their total reliance on one specific type of service, TMH on Combined Services and HI on Special Services. Four categories (EMH, SLD, VI, and PI) exhibit an increased independence from any service at all. In summary, Tables 2 and 3 illustrate the use of a variety of isolated and combined types of services both within each handicap area as well as for the overall handicapped population.

TABLE 2

SERVICES UTILIZED BY THE HANDICAPPED
TO
ACQUIRE EMPLOYMENT

TYPE OF HANDICAP	SERVICE CATEGORY 1 SPECIAL	2 TIME-LIMITED	3 ONGOING	4 COMBINED	5 NONE
EMH	18*	18	0	46	18
TMH	0	0	0	100	0
EH	67	0	33	0	0
SLD	18	6	0	58	18
VI	33	0	0	67	0
HI	100	0	0	0	0
PI	0	0	0	100	0
MULT	25	0	0	75	0
COMBINED	22	8	2	56	12

*% of Category

TABLE 3

SERVICES UTILIZED BY THE HANDICAPPED
TO
MAINTAIN EMPLOYMENT

	SERVICE CATEGORY				
	1 SPECIAL	2 TIME-LIMITED	3 ONGOING	4 COMBINED	5 NONE
TYPE OF HANDICAP					
EMH	6*	18	6	29	41
TMH	0	0	0	100	0
EH	33	0	67	0	0
SLD	0	18	18	35	29
VI	0	33.3	33.3	0	33.3
HI	100	0	0	0	0
PI	0	0	0	50	50
MULT	0	50	0	50	0
COMBINED	6	18	12	36	28

*% of Category

Strategies - Education

Of the 50 subjects interviewed, 94% considered their high school experience useful to them in their current occupation. In addition, 48% cited specific job preparation, while 82% noted the inclusion of a social skills training within the high school curriculum. Table 4 summarizes the educational strategies utilized by the handicapped across high school personnel and content areas. Using 60% as the criteria for a majority opinion, the following observations have been made. With few exceptions, the general/overall high school experience, special education and vocational teachers, academic subjects, and the management of everyday affairs were cited as strategies utilized, both in the acquisition and maintenance of present occupations. Guidance counselors were mentioned as helpful only by those in the EMH, SLD, and HI categories. Neither regular teachers nor administrative personnel were cited by a majority of handicapped subjects as a strategy utilized either to secure or maintain employment. Ninety-four percent (94%) of the subjects chose to remain in school due to the combined support of family, friends, teachers, programming, and self-determination, in 51% of the cases.

Strategies - Personal

Together with the strong educational support system cited by a majority of the subjects interviewed, a similar family support network was delineated by 90% of the subjects. Although many demonstrated indications of both personal and financial independence, 48% chose to remain in the family home. The presence of both mother and father as well as other supportive family members in the client's home setting contributed to a sense of competence and well-being. In addition, 22% mentioned a combination of family and friends as a key influence. Only 10% cited their own initiative and self-confidence as the primary factor in their present level of success.

TABLE 4

EDUCATIONAL STRATEGIES UTILIZED
BY THE HANDICAPPED

Type of Handicap	EDUCATION AREA							
	General Factors	Regular Teachers	Special Teachers	Vocational Teachers	Guidance	Admin.	Academic	MEA
EMH	75*	32	74	96	64	33	78	67
TMH	75	25	100	50	25	50	75	75
EH	84	0	84	100	50	17	50	83
SLD	76	46	81	79	64	32	80	60
VI	50	25	50	75	38	13	50	50
HI	100	0	100	100	100	0	100	100
PI	100	50	100	50	50	0	0	50
MULTI	83	0	25	42	34	50	50	34
COMBINED	73	33	75	82	57	28	71	66

*% of category

Strategies - Agency

Although a combination of types of services (Short-term, Long-term, Ongoing) were cited by the subjects as strategies utilized in the acquisition and maintenance of present occupations, that support was forthcoming from agencies at the state level, not the federal level, by a 5-1 margin. Minimal dependence upon public assistance programs was noted among these subjects.

Barriers

Because the population selected as the focus for this investigation consisted of individuals who were, by definition, successfully employed, their utilization of the strategies noted above might be expected. Those strategies which are either denied the handicapped or, available and utilized to a lesser degree, can then be categorized as barriers to successful employment. Within the same educational, personal, agency, and employment framework, these barriers, together with methods for overcoming the barriers, can be delineated. When such methods are utilized, they, in turn, become strategies for the successful transition from school to work for the handicapped.

Education

Within the high school experience, neither regular teachers nor administrators were mentioned by any category of handicapped student as influential in the acquisition or maintenance of employment. Guidance personnel were mentioned more frequently, yet at levels which were far below those cited for special educators or vocational teachers. Subjects who stated that their high school experience was not useful to them in the context of their present employment (10%) repeatedly cited a restrictive atmosphere and irrelevant curriculum. Participation in formal organizations such as athletics and specialized clubs was also limited. These individuals emphasized their positive

attitude, confidence in their own abilities, the development of social skills, and a reliance upon others within the educational system as the most influential factors in their successful transition to the world of work.

Personal

Few factors, beyond limited participation in formal organizations/clubs were mentioned as being barriers within a personal frame of reference. Most subjects repeatedly cited a comprehensive support network which included various combinations of family members and friends, both at work and outside of work. Also, increased reliance upon self-competence and independent functioning abilities were frequently mentioned as ongoing methods of overcoming personal barriers.

Agency

A few subjects cited various formal agencies as particularly limited in the scope of services offered to the handicapped in transition from high school to the world of work. Only one subject was able to participate in military service and benefit from specialized training. Programs which had been funded at local community colleges throughout the State of Florida, have recently suffered severe cutbacks. Thus, on-the-job training and job shadow experiences which had been provided in collaboration with high school programming have either been reduced or eliminated. For those involved with law enforcement agencies due to minor infractions of the law, several commended diversionary programs and public legal support as strategic influences in particularly stressful situations. With the exception of the Armed Services and Social Security Income, federal agency support was never mentioned as a method of overcoming transitional barriers. The majority of either public or private agency support was provided at the state or local level.

Employment

Most employers of the handicapped were cited as extremely supportive of their handicapped employees. Wage levels which are below minimum or less than adequate are typical of 20% of the population. Many of the subjects overcome this barrier by living at home and sharing expenses with other family members, by working an additional job, or, in some cases, working in a family business. Ten percent (10%) of the subjects are married and are able to share responsibility for family income with their partner.

This project has succeeded in delineating the characteristics of those individuals who have been able to successfully utilize a transition process. Those strategies employed and barriers encountered throughout the transition sequence have been described in detail within the categories of educational, agency, personal, and employment concerns.

10. PROJECT EVALUATION PROCEDURES

Design

This project utilized a case study design. Control was established through replication with a total of fifty individual case studies.

Subject Selection

A total of fifty subjects, ten in each of the five vocational regions, were selected by the project staff. In the original project outline, the authors suggested that "all selection processes used for this research will follow totally randomized methods to ensure that no discrimination takes place." However, the realities of a non-biased selection process dictated an alternate procedure to ensure equitable representation of as many sexes, races, and handicaps as possible. An outline of that alternate process follows.

1. The Project Director asked each consultant to submit a descriptive listing of seven possible subjects, prior to April 15, 1985. Basic contingencies for selection were:

   Age: 19-25

   Employment: Subject defined as "successfully employed" - employed by the same employer for a period of at least three (3) months.

   Handicap: Subject identified as handicapped during academic years in one of the following categories:

   Educable mental handicap

   Trainable mental handicap

Emotional handicap

Specific learning disability

Vision Impairment

Hearing Impairment

Physical Impairment

Speech Handicap

Multiple Handicap

2. Project staff reviewed all submissions to ensure that, to the fullest extent possible, all types of handicaps, both sexes, and varied races were represented in the sample.
3. On the basis of that review, fifty subjects were selected - ten from each State region; five for each consultant. The final selection was made known to the consultants at the training meeting.

Instrumentation

Data collection was accomplished via in-depth, individual interviews conducted by each of the ten consultants with each of their five subjects. Each interview followed the guidelines established during the training meeting. Specific instructions included the audio-taping of each interview and strict adherence to the content of the interview form. Each interview form was submitted in draft form, subject to revision, to ensure adherence to the guidelines set forth by the project staff. Final reports reflected those guidelines.

Data Analysis

Review of the final reports and subsequent analysis of data comprised a post hoc descriptive-quantitative investigation. Descriptive statistics such as frequency, mean, and simple correlation were used to determine the

characteristics of the population, the strategies employed and degree of usage, barriers encountered, and method of overcoming those barriers.

11. DISSEMINATION AND PUBLICITY ACTIVITIES

Method/Recipients of Dissemination

The final report of the project will be disseminated to appropriate personnel as indicated by the project officer from Tallahassee.

The project staff will assist with further dissemination of research findings through such avenues as the Florida Vocational Journal and the annual Vocational Education Conference.

12. OTHER ACTIVITIES

Other than the considerations outlined in the original grant, no special considerations were given throughout the duration of the project.

13. CONCLUSIONS/RECOMMENDATIONS

Conclusions

Several conclusions can be ascertained from the summarization of trends depicted throughout this project. The description of the process of transition through which 50 handicapped individuals have been able to maintain successful employment has delineated several common themes. The majority of these subjects have been able to describe specific educational, personal, agency, and employment components which have either contributed to or impeded the transition process. These specific components can be summarized in general trends/conclusions as follows:

1. The high school experience has been cited as essential in the provision of services and personnel to initiate and implement the transition process. Special educators, vocational teachers, academic subject content, and the incorporation of social skills/management of everyday affairs content are strategic factors for a successful high school experience for the handicapped. Most subjects had repeated at least one grade level, attended one general high school, and remained to graduate from a program which incorporated some special programming.

2. The ongoing reinforcement by all family members, in combination and in isolation, provides essential support, both emotional and financial.

3. Most successfully employed handicapped individuals demonstrated high levels of independent financial, social, emotional, and employment functioning.

4. An overwhelming majority of subjects cited a variety of types and combinations of services which were Short-term, Long-term, and/or Ongoing. Some correlations were noted according to type of disability, but as a group,

the provision of options and alternatives designed according to individual need was apparent.

5. Most subjects had employment experience during their high school years, whether independently or as part of a cooperative work-experience program.

6. Most agency services were supported through the efforts of the private sector or via state funding.

7. Post high school programming, when utilized, consisted primarily of vocational schooling and/or two-year community college programs.

8. Reading, math, and social skills were used in a majority of employment settings.

9. Most subjects have remained or plan to remain at their present occupation for at least two years. Many have considered other types of employment, either within or outside their present category.

Recommendations

Through the careful examination of the successfully handicapped population, many specific and general trends have been delineated with regard to transition strategies, barriers, and methods for overcoming those barriers. From the specification of these trends several recommendations for future consideration can be outlined.

1. Due to the extensive use of employment as a training experience during the high school years by most of the subjects, potential employers, including the military, might increase their involvement at that level. The provision of hands-on experiences in employability, social, and job training skills is recommended.

2. State and local agencies must continue to explore, develop, and support a variety of creative and flexible combinations of services, which could be designed to accommodate individual needs.

3. Those high school personnel, identified as barriers in the transition process should examine ways to become part of the solution of successful transition. In addition, greater curricular and scheduling flexibility should be examined to accommodate the programming needs of the handicapped.

4. The development of independent living skills which include transportation, financial, and family responsibilities should be emphasized during the high school years.

5. Those individuals who have been successful in completing the transition process should be utilized as a resource in the development of programming for the handicapped which is meaningful, useful, and relevant.

6. Possible methods for interrelating various programs and agencies should be examined at all levels - federal, state, local, and private sector.

7. Due to the nature of this population, strategies were more easily delineated than were barriers. Replication with a similar population who were unsuccessful during the transition process might delineate specific transition barriers more graphically.

8. Because this population represents the earliest graduates of federal and state programming for the handicapped, replication with a similar population at a later date might indicate programming changes which reflect mainstreaming in the least restrictive environment and possible changes in the relative involvement of regular educators and administrators with the handicapped population.

Finally, several subjects made specific recommendations regarding their high school programming. With regard to coursework, many wished for a slower

pace with repeated drill in more comprehensive courses in math, reading, spelling, or science. Others recommended more vocational courses which emphasized work-related/hands-on experiences and skills, both within and outside a specific field. On-site visitations to varied job locations and work environments were suggested. Specific training in testing and assessment procedures together with the development of an increased awareness of opportunities/services available were also mentioned.

The role of the guidance counselor, which remained unclear to most subjects, might emphasize the needs of those students with handicaps. Additional opportunities to learn to know oneself and one's limitations might be the focus of specialized counseling sessions.

Finally, several subjects asked for the opportunity to spend more time in school - either by being permitted to remain for longer periods of time than is customary or by being permitted to return after graduation. These suggestions reinforce many of the recommendations previously made which stress increased creativity and flexibility in the combinations of community, agency, and government programming for the handicapped in transition.

14. VOCATIONAL EDUCATORS SERVED

(not applicable)

15. SIGNATURE OF PROJECT DIRECTOR Stuart E. Schwartz

DATE December 10, 1985

APPENDIX A

PROJECT STAFF

UNIVERSITY OF FLORIDA

PROJECT DIRECTOR

STUART E. SCHWARTZ, PROFESSOR OF SPECIAL EDUCATION

PROJECT CO-DIRECTOR

JAMES W. HENSEL, PROFESSOR OF VOCATIONAL EDUCATION

RESEARCH ASSOCIATES

KAREN SEALANDER, DOCTORAL STUDENT

PAMELA HUDSON, DOCTORAL STUDENT

PAMELA CAMPBELL, DOCTORAL STUDENT

STAFF ASSISTANT

THOMAS GOLLERY, DOCTORAL STUDENT

APPENDIX B

ADVISORY BOARD

PROJECT CONSULTANTS

REGION 1		
Barbara Deeds	Vocational Specialist	Panama City
Anne Galloway*	Special Education Teacher Holmes County High School	Bonifay
REGION 2		
Julia Mueller	Staffing and Curriculum Specialist Exceptional Student Education	St. Augustine
Jean Morris	Program Staffing Specialist	Palatka
REGION 3		
Dr. Harry Hurst	Director of Special Education Indian River County Schools	Vero Beach
Midge Mycoff	Career/Vocational Education Seminole Community College	Sanford
REGION 4		
Janice Bevan	Program Specialist Sarasota County School District	Sarasota
Dr. Lee Sherry	Project Manager	Pinellas Park
REGION 5		
Johnny Carlisle	Vocational Handicapped Specialist Vocational/Technical Education Dept.	West Palm
Richard Ledford	Assistant Director Sunrise Adult Services	Homestead

*Ms. Galloway resigned during the project. Additional clients were therefore studied by Dr. Hurst and Ms. Mueller.

ADVISORY BOARD

(cont.)

ADDITIONAL MEMBERS

Dr. Diane Budd Fardig	Adjunct Professor Department of Special Education University of Florida

APPENDIX C

TRANSITION PROJECT STUDY
UNIVERSITY OF FLORIDA

1.1 Client ID #_____-_____ Special Code_____

1.2 Date of Birth ____/____/____ Present Age_____
mo. day yr.

1.3 Sex ____M ____F Race ____

1.4 Marital Status ____Single ____Married

1.5 Number of Children _____ Age/s _____

1.6 Last Grade Completed (circle):

1 2 3 4 5 6 7 8 9 10 11 12 Post HS

1.7 Last School Attended: _____

1.8 Address: _____

_____

1.9 Currently Employed at: _____

1.10 Address: _____

_____

1:11 Date Hired: ____/____
mo. yr.

1.12 Telephone at work: (____)-____-_____

1.13 Name of Supervisor: _____

EDUCATION

What school factors influenced the client's entry and/or success on the job:

GENERAL

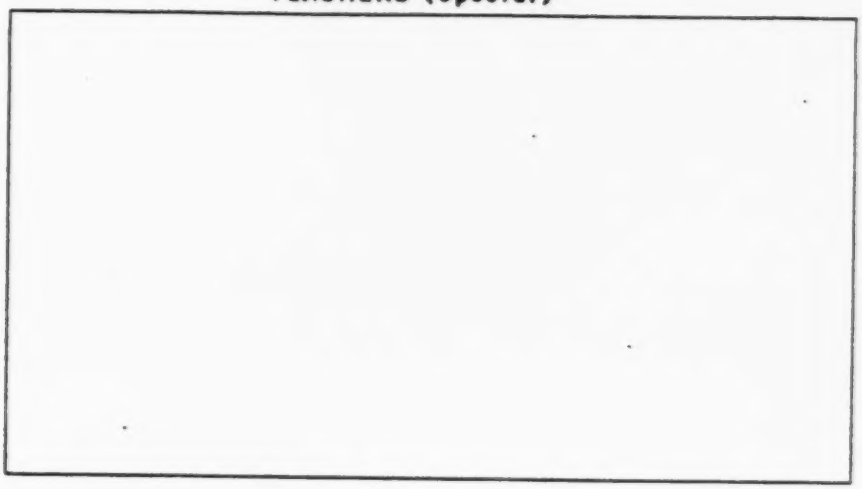
2.1

TEACHERS (regular)

2.2

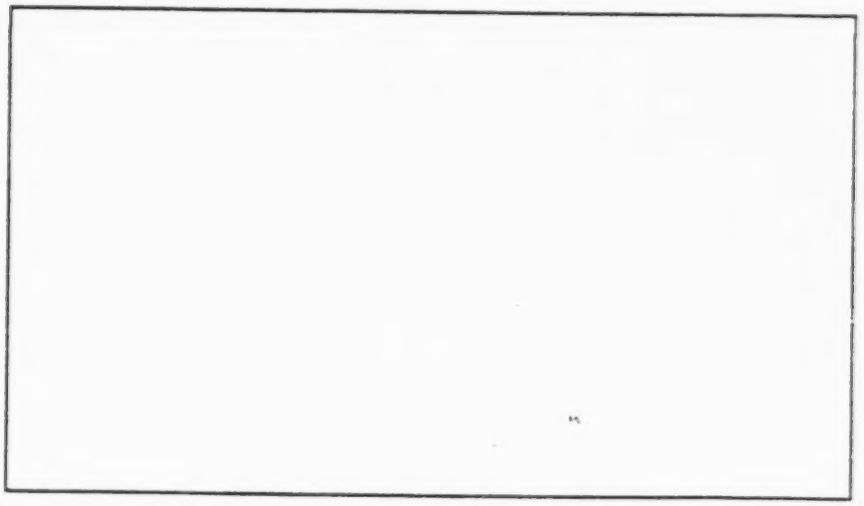
TEACHERS (special)

3.1



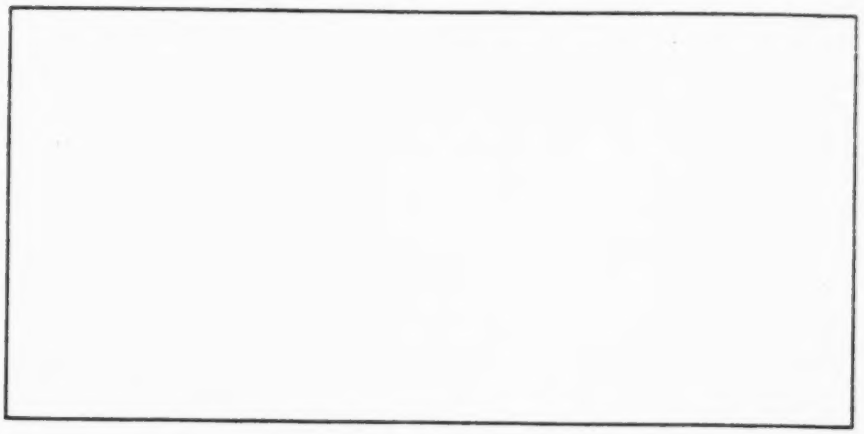
TEACHERS (vocational)

3.2



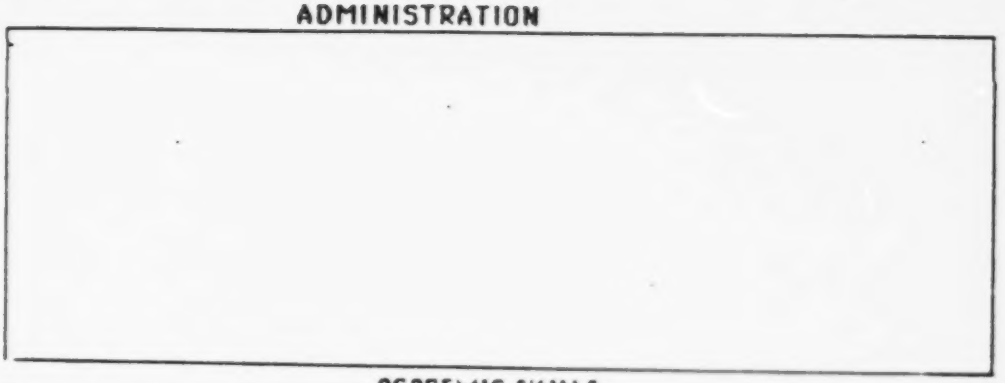
COUNSELORS (guidance)

3.3



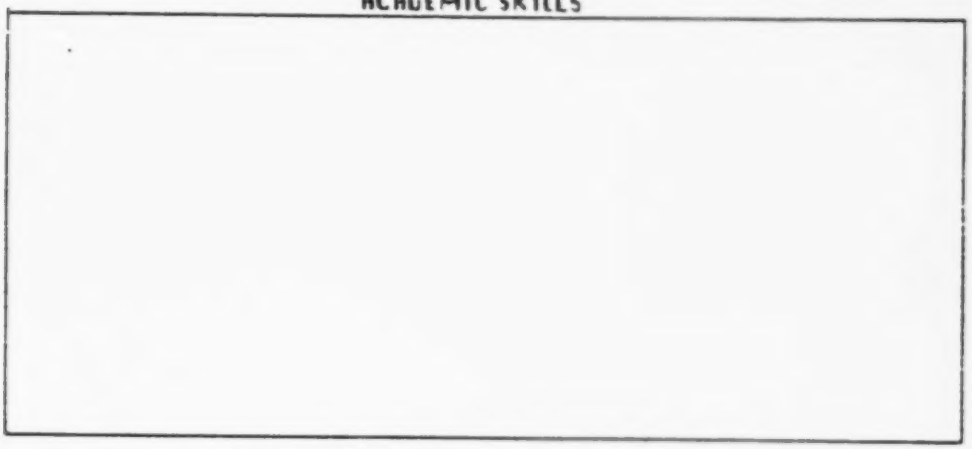
ADMINISTRATION

4.1



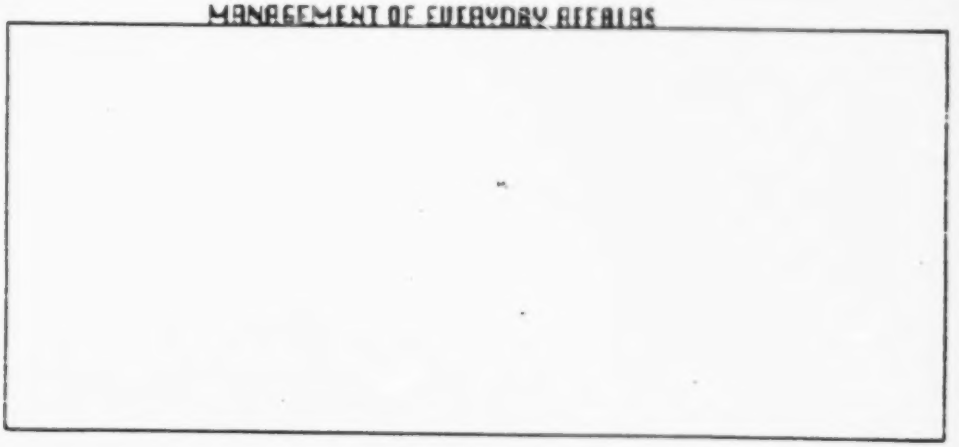
ACADEMIC SKILLS

4.2



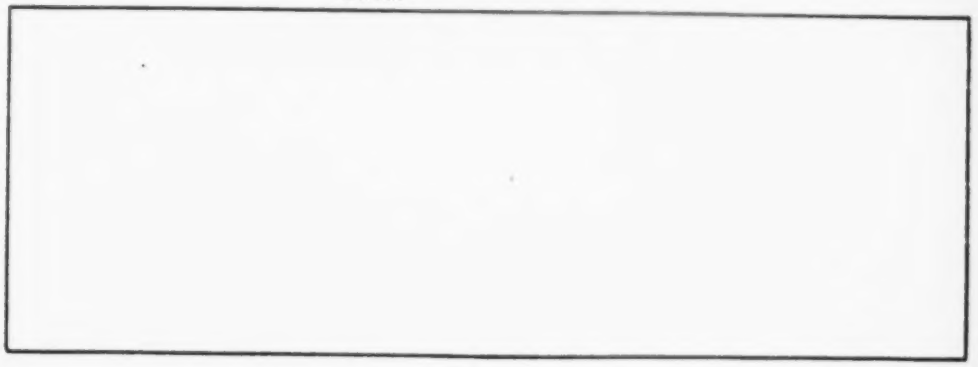
MANAGEMENT OF EVERYDAY AFFAIRS

4.3



OTHER

4.4



EDUCATION: SUMMARY

5.1 Did you graduate from high school? Y___ N___

5.2 Type of high school? general_____ vocational_____
other_____

5.3 Type of diploma? regular___ vocational___
special education ____
certificate of attendance ____
GED _____ other _____

5.4 Attendance at more than one high school? Y____ N ____

5.5 If yes, how many? _____

5.6 Did you repeat any grades? Y ____ N____

5.7 If yes, how many? _____

5.8 At what grade level/s? _____

5.9 Age at graduation? _____

5.10 Did you ever drop out of school? Y ____ N ____

5.11 If so, why? (economic, social, friends, academic, etc.)

5.12 What would have kept you in school?

5.13 If not, what kept you in school? (family, friends, teachers, academics, sports, self ? other/s?)

6.1 Do you consider your high school experience useful to you in your present occupation?

Y ____ N ____

6.2 If so, what were the most important influences? (teacher/s, counselor/s, principal/s, course/s, friend/s, clubs, other)

6.3 If not, what factors were least helpful?

6.4 Did you have any special programming, teachers, tutors, counseling, in high school?

Y ____ N ____

6.5 Did you have any training in social skills (work habits, communication, attitude, stamina, etc.)? Y ____ N ____

6.6 If so, please describe.

EDUCATION SUMMARY (additional comments):

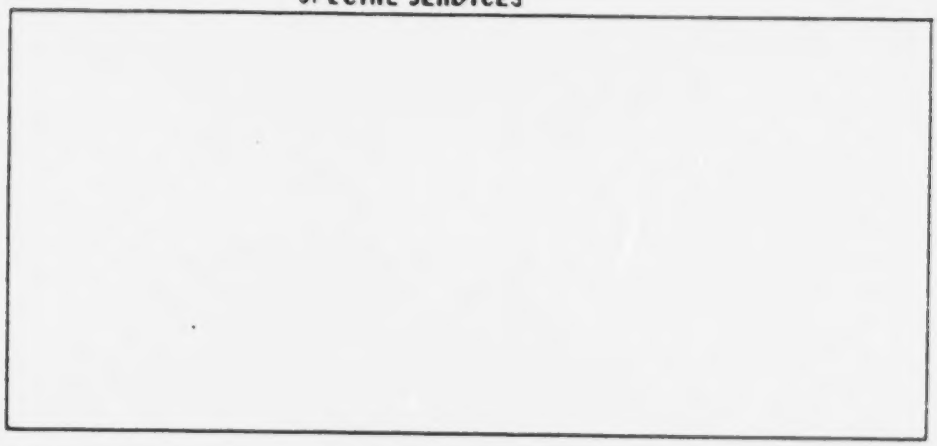
7.1 What experiences in your high school were helpful to you in gaining and keeping your present job?

7.2 What experiences in high school were least helpful in gaining and keeping your present job?

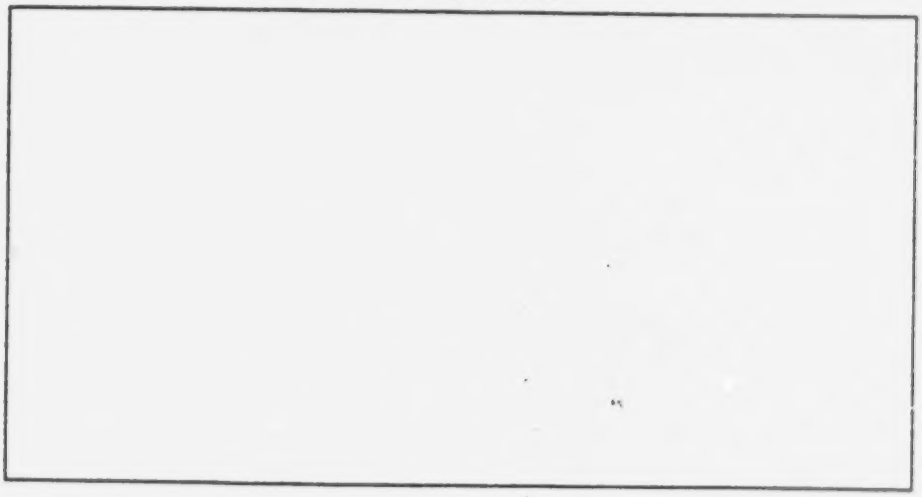
7.3 Additional comments:

What has helped you get this job:

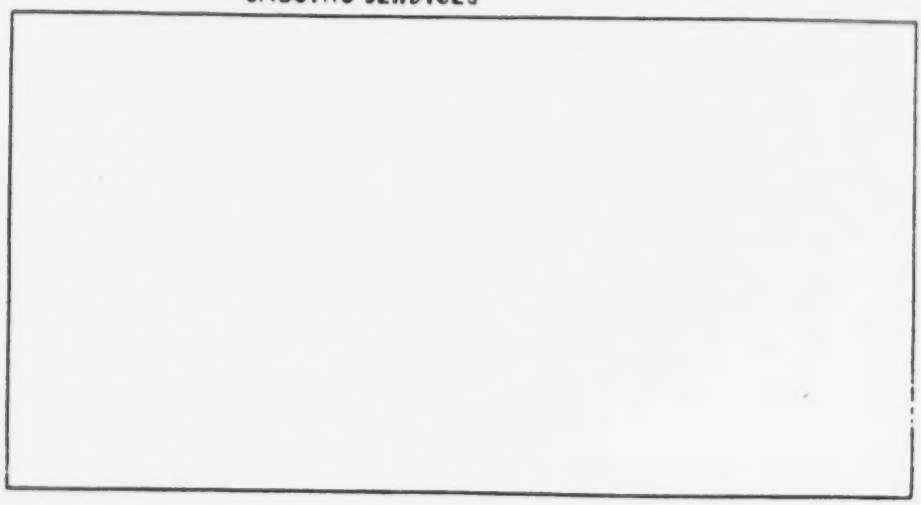
0.1 SPECIAL SERVICES



0.2 TIME LIMITED SERVICES

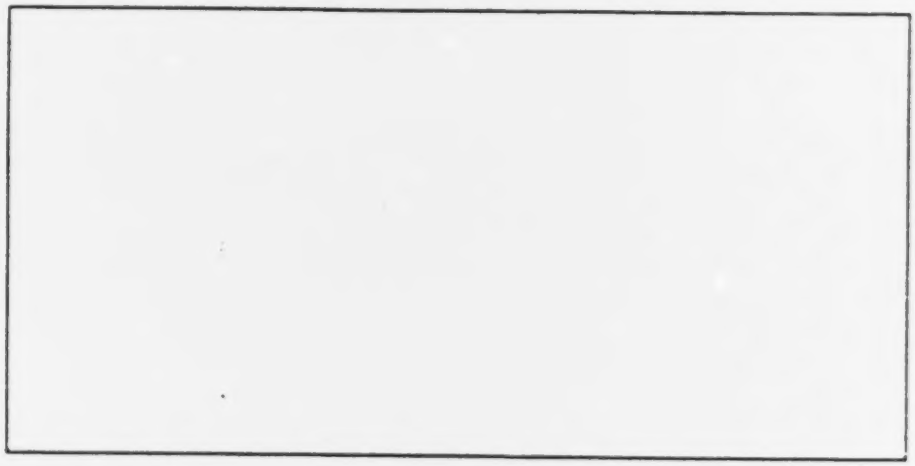


0.3 ONGOING SERVICES

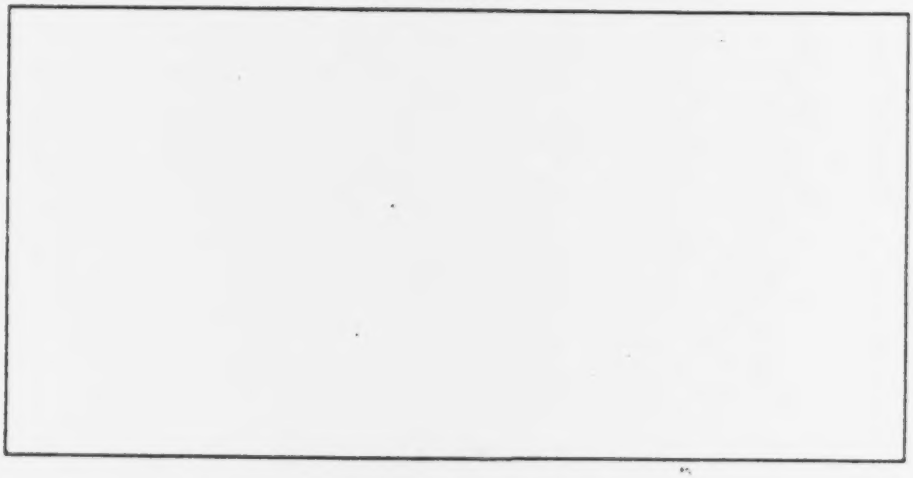


What factors have helped you keep this job:

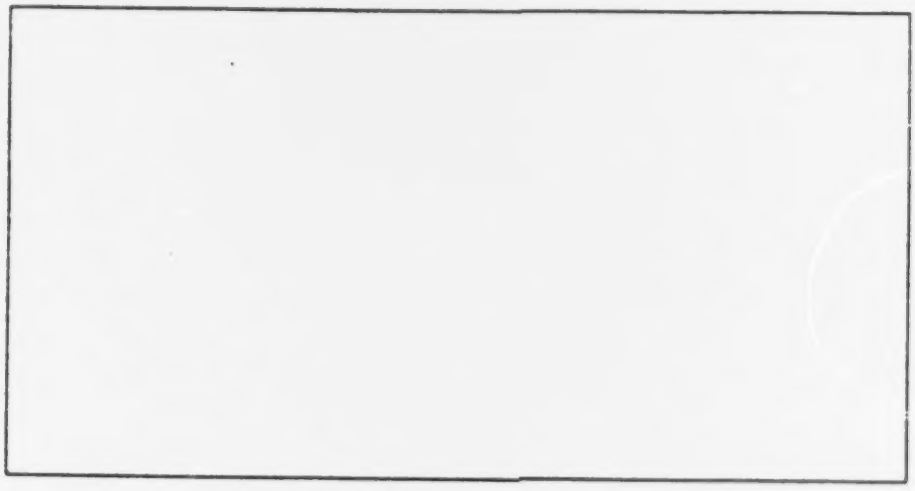
9.1 SPECIAL SERVICES



9.2 TIME LIMITED SERVICES



9.3 ONGOING SERVICES



10.1 How did you find your present job? (newspaper, TV, school personnel, family, friend, self, agencies)

10.2 Who/what was most helpful in preperation for employment?

10.3 How do you get to work each day?

10.4 Do you have a driver's license? Y ___ N ___

10.5 Do you own a car? Y ___ N ___

10.6 Do you have insurance ? Y ___ N ___

10.7 If yes, what type? (accident, life, health, car, etc.)

10.8 Wages: Below minimum _____ Minimum _____

Above minimum _____ Overtime _____

10.9 Did you ever get a raise? Y ___ N ___

10.10 Did you ever take a cut in pay? Y ___ N ___

10.11 What is your primary source of income?

10.12 Other sources of income ?

10.13 Do you have a bank account? Y ___ N ___

If yes, what type/s (savings, checking, etc.)

10.14 Do you have credit cards? Y ___ N ___

10.15 If yes, are they in your name? Y ___ N ___

11.1 What bills do you have?

11.2 Who pays the bills?

11.3 What is your general means of payment? (cash, check, money order, etc.)

11.4 How many hours do you work each day? _____

11.5 How many hours do you work each week? _____

11.6 Do you work weekends ? Y ___ N ___

11.7 Do you work holidays ? Y ___ N ___

11.8 What are your responsibilities at work?

11.9 Job Category /title _____

11.10 Work attendance High _____ Average _____ Low _____

11.11 Number of sick days taken in last year ? _____

11.12 Do you have to use mathematics to do your job? Y ___ N ___

11.12 Do you have to use a computer to do your job? Y ___ N ___

11.13 Do you have to read in order to do your job? Y ___ N ___

11.14 Are you participating in any training or educational programs at the present time? Y ___ N ___

11.15 If yes, please describe. (on job, community, etc.)

11.16 Did you work during high school? Y ___ N ___

11.17 If yes, please describe. (Was it part of school?)

12.1 Do you plan to stay at this job? Y ___ N ___

12.2 If so, how long do you plan to stay? _____

12.3 If not, why do you plan to leave?

12.4 Have you considered other employment? Y ___ N ___

12.5 If so, what type?

12.6 Have you ever been unemployed since leaving high school Y___N___

12.7 If so, how may times? _____

12.8 If so, for what period/s of time?

12.9 Have you lost any jobs? Y ___ N ___

12.10 If so, how many? _____

12.11 Why?

12.12 How many jobs have you held since high school? _____

12.13 List jobs in progressive order (beginning with first job).

Personal

13.1 What do you do for relaxation/fun?

13.2 Describe any clubs/organizations to which you belong.

13.3 Do you have any friends at work? Y ___ N ___

13.4 Do have friends outside of work? Y ___ N ___

13.5 Do you have neighbors who have helped get or keep your job? Y ___ N ___

13.6 Do you have any brothers/sisters? Y ___ N ___

13.7 If so, please list:

BROTHERS	SISTERS	AGE

13.8 Do you have relatives/family members with whom you are close? Y ___ N ___

13.9 If so, please describe relationship and ways in which they have helped you get/keep your job.

13.10 Is your mother living at home? Y ___ N ___

13.11 Is she employed ? Y ___ N ___

13.12 If so, please list employer and position

14.1 Is your father living at home? Y ___ N ___

14.2 Is he employed? Y ___ N ___

14.3 If so, please list employer and position.

14.4 Where do you live: __ family home ___apartment ___group home
___institution ___other

14.5 Do you live __ alone ___with others: 1 2 3 4 more (circle)

14.6 Are you ___supervised ___semi-independent ___independent

14.7 Have you ever been arrested? Y ___ N ___

14.8 If so, please describe circumstances.

14.9 Did you attend any other schools after high school? Y ___ N ___

14.10 If so, please describe.

14.11 Have you been in the military? Y ___ N ___

14.12 If so, please describe (branch, duration, special training).

14.13 Have you received any vocational assistance from an agency?
Y ___ N ___

14.14 If so, please describe (include name of agency):

15

Interviewer Observations

15.1 Client #____ - _____ Interview Number _____

15.2 Place _____

15.3 Date _____

15.4 Time Started: _____ Time Ended: _____

15.5 Problems noted:

16

16.1 Appearance

16.2 Attitude

16.3 Appropriateness of employment

16.4 Community/employment comparison

17

Others Interviewed:

17.1 Teachers **Date** Time

Remarks:

17.2 Employer/s **Date** Time

Remarks:

17.3 Educators **Date** Time

Remarks:

SKILLS SURVEY

Rate your employee on the exhibition of these skills at work when required

	always	almost always	sometimes	almost never	never	does not apply
1. Get along with people						
2. On time for work						
3. Communication of ideas						
4. Care about work						
5. Willingness to learn						
6. Spelling						
7. Appropriate dress						
8. Work under pressure						
9. Common sense						
10. Mathematics						
11. Independent use of transportation						
12. Respect for supervision						
13. Flexibility						
14. Writing						
15. Neatness and cleanliness						
16. Endurance						
17. Reliability						
18. Handling money						
19. Following directions						
20. Physical stamina						
21. Reading						

SKILLS SURVEY

Rate yourself on the exhibition of these skills at work when required.

	always	almost always	sometimes	almost never	never	does not apply
1. Get along with people						
2. On time for work						
3. Communication of ideas						
4. Care about work						
5. Willingness to learn						
6. Spelling						
7. Appropriate dress						
8. Work under pressure						
9. Common sense						
10. Mathematics						
11. Independent use of transportation						
12. Respect for supervision						
13. Flexibility						
14. Writing						
15. Neatness and cleanliness						
16. Endurance						
17. Reliability						
18. Handling money						
19. Following directions						
20. Physical stamina						
21. Reading						

UF COLLEGE OF EDUCATION
University of Florida
Gainesville, Fla. 32611

LAST NAME: _____ FIRST NAME: _____

ADDRESS: _____

_____ _____

CITY, STATE ZIP

PHONE: _____

PLACE OF EMPLOYMENT: _____

I, _____ agree to participate in the Transition study. Furthermore, I grant my permission for the Project to access my records at _____.
(name of school or center)

Project consultants also have my permission to speak to teachers, counselors, or other program members regarding my program.

I further grant permission to contact my employer regarding my employment.

_____ _____
(Signature) (Date)

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UF COLLEGE OF EDUCATION

University of Florida
Gainesville, Fla. 32611

The transition Project at the University of Florida is attempting to determine what factors influence and contribute to employment success for individuals 19-25 years of age. You have been identified by a member(s) of your community as being successfully employed. We therefore request your participation in our study.

Your participation in the study will involve several things:

a) agree to be interviewed by a Project consultant (regarding your notion of employemnt success -- why, how, etc.)

b) grant permission for the Transition Team to contact your high school, community college, or vocational school regarding the programming you received and contact your employer regarding the nature of your employment.

Your identity as a participant in our study is confidential. We congratulate you on your success in the working world and thank you for agreeing to work with us.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

APPENDIX D

WORKSHOP AGENDA

Saturday, April 15, 1985

1. Welcome
2. Introduction of Staff and Dr. Tootle
3. Introduction of Consultants
4. Project Overview
5. Today's Objectives
6. Break - sign contract/travel forms
7. Specific Consultant Duties
8. Conducting an interview - do's/don'ts, making an appointment using a tape recorder, taking notes, permission forms, confidentiality, style of interview, probing questions.
9. Lunch
10. Modeling and Practice: 2 consultants with one "client" (staff)
11. Report Preparing - draft (hand to final)
12. Staff Visits - purpose, schedule
13. Report Preparing - final
14. Mailing Procedures
15. Problems
16. Distribution of Materials/Packets
17. Adjourn

APPENDIX E

EVALUATION

The Project Director provided a copy of the project application and the final report to this evaluator. The evaluation was based upon what the project proposed to do, what consequently occured, the interpretation thereof, and the conclusions drawn from the findings.

The project proposed to describe the strategies used by handicapped individuals for a successful transition from the academic setting to the world of work. This was accomplished by the procedures utilized to implement the project such as:

1. excellent training of consultant interviewers to insure precise delivery of information and excecution of tasks,

2. accurate recording of subjects' responses with verification of particulars,

3. specific design of relevant forms for gathering information,

4. a statewide strata sample made for an ideal selection of handicapped students, and

5. delineation of specific transition strategies were identified.

The statistical analysis of the data collected was clearly defined as to the population, general information, education, employment, background information, and strategies used for transition into the work world. The interpretation of the data was precise and led accurately to the conclusions of the project staff.

In addition, the project was justified in making their recommendations for future considerations. This evaluator would like to suggest that this particular project be extended to repeat the procedures with handicapped subjects who have been unsuccessful during the transition process. This might delineate the barriers to transition more concisely and help to better plan for the future of all exceptional individuals.

Dr. Eleanor L. Levine

Eleanor L. Levine

APPENDIX F

SPECIFIC STRATEGIES FOR SUCCESSFUL TRANSITION

SPECIAL/TIME-LIMITED/ONGOING

I. Special/Short-term Services (one-time occurrences)

A. Educational

1. Personnel

sls teacher
special teachers
transportation to job
guidance
class schedule preparation; transportation to job
testing, contact w/UPARC, counseling re: glasses;
job placement services

2. Programs

Haney Program - placement
JPTA funding at Haney; special vocational services

B. Agencies/organizations

1. HRS: vocational rehabilitation, counselors, social worker, ITMS and special vocational services representative placement, referral to technical center, computer course, tuition; transfers, wheelchair, ramps, assessment/testing; legal counselor after law involvement

2. Blind Services

3. ARC/UPARC - glasses, assessment

4. JTPA

5. CETA

6. State Employment Office

7. Army Aptitude Test

8. DCT

9. SSI

10. VA $

11. Sunrise Adult Services

12. Chamber of Commerce
    Moose Club - provided job

13. AAMH - employer contacts

14. PIC - Private Industrial Council - job guarantees to vocational technical graduates

15. Abilities, INC - assessment

C. Personal

1. Friends

2. Family - brother in law, mother's interest

3. Self (parttime work, qualifications)

II. Time Limited Services (longer but limited duration)

A. Education

1. Personnel

Regular Education
English, language arts, social studies, physical education
Home economics, chorus, art, math, psychology, health sociology value of money, work, and desire, basics of living, current affairs, communication, typing, phone use, comparative politics, research, reference, physical condition, arts-craft, getting along with people, general support, working with others, stress management, basic skills, job opportunities, interviewing, drama, DLS, child care/nursing
Special Teachers
Academics - communication/speech; English; Reading; Math; Social Studies
Vision training/testing, support group
Running errands; leisure skills - painting, clubs
Tutoring other students
Math: money/change, time banking
Health, survival academics; DLS, home economics - cooking, sewing, nursing, self-care (clothes, health), child care
Regular education modifications; materials adaptation mainstreaming with other teachers
Employability skills - reliability, dependability, no gossip, follow rules, organization, contacts with employers/followup; interpersonal relations, no arguing on unfamiliar issues, contact with right people; getting along with other people; job applications

Leisure skills - painting, clubs; preparation for FBLA; life basics; support group; variety of services

Vocational Teachers

Counseling; referral; adapted instructional level/books; curriculum adaptation; administrative agreement

Entry tool skills, business orientation; application forms; organization

Employability - work habits, attendance, attitude, appearance, attendance, responsibility; pace, dependability; interviews; child care; calmness, interviews; hands-on experience - job; referral; world of work; shadowing; work with school psychologist; business orientation; social skills; work habits - attendance; limited breaks, relations with boss, trustworthiness, dependability; respect for supervisor, respect for peers; hands-on experience - aide in special education classroom

Office work - business machines; work in high school office

Industrial arts - metals, motors/small engines, woodworking, welding, masonry, electricity, plumbing; autobody, vending T.V. production; pre-vocational motors/small engines, repair, tools, welding; repair; business machines - cash register, phone, typing; food preparation - cafeteria work, restaurant work; kitchen work; horticulture - welding program, customer relations; electrician; general support; landscaping, sprinkler systems, planting, landscaping, lawncare; work with PI; custodial

Home ec: food preparation, cooking, homemaking, cleaning, shopping price comparison, clothes selection; horticulture, cafeteria work

Guidance Teachers

Counseling: attendance, interviews, dropping out, graduation, grades, behavior; job placement - sources; cooperative program; followup, parttime job arrangement; job referral-UPARC training; keeping a job; feelings; job placement/ sources; cooperative program, class schedule; supportive counseling - job sources; problem solving; relationships with others, respect for authority, obey rules, getting along with others, followup after job placement; employ-ability - responsible behavior, attendance, work habits, supportive counseling - insight

Encouragement

reinforcement of goals and desires; day therapy program - assertiveness

contact with vocational rehabilitation, ITMS, HAB, workskills; group sessions, problem solving, school pressures, followup

Administration

support, personal involvement, verbal encouragement, career day; right vs. wrong; principal

money management; respected, Dean (Men, Women, Boys)

Other: support from college personnel; Operation Involvement--U of W FL.

2. Programming

Academic

Math - fractions, multiplication, bookwork, money counting, budgeting, bills, time, measuring, checks, state tax; reading English - spelling, proofreading, troubleshooting, writing, language arts; social studies; employability skills.

Academics

honor roll; math-basic operations, money-making change, counting, sorting, time, digital, measuring, banking functional; reading-taped lessons, following directions, appointment forms, newspaper, maps; English; spelling psychology/sociology; social studies; following through to mastery; applications interviews; LD electives; sociology; typing.

Management of everyday affairs

Financial - budgeting, buying on time, paying bills, banking, checking accounts, deposit slips, IRS, Transportation - driver education, license, reduced insurance, driving; child care; social skills - getting along with others, self-confidence, keeping mouth shut at times, patience, other - telephone, medical care - agency use for shots, etc., applications

Management of everyday affairs

financial - budgeting, IRS, percentages; Transportation - Driver Ed., license, bus use; child care; other - telephone use, independence, utilities; personal care - self help, appearance, positive attitude; employability - attendance, punctuality, call if sick, appearance, speed.

Other

entire ESE schooling; shift from Multi-Center to MR Center, then SPED in reg HS; Special Vocational Services - placement sources; job preparation - resumes, staying on task; working odd jobs; Division Corp Training; summer school. Post Cooperative High School; Community College programs: Seminole (courses, study habits)
Vocational Technical School - masonry program; ITMS Lab - remedial reading, math
Lindsey Hopkins Technical Center - data processing; Agriculture School
Haney Program

Other

friends; golf team, cheerleading, medication (rytalin), dance, self-discipline; personal - friend encouraged seeking of regular license; recreation time, commitment; social skills, dependability, successful attitude; study/work habits involvement - vice president of student body, SLD club, visits from former students; Special Vocational Services - placement; transition to sheltered workshop.

B. Agencies/organizations

OPS (Other Park Services - funding)
NARC/UPARC - on the job training, counseling, habilitation funds to reimburse employer, followup
CETA - evaluation in real job - 6 months supervision, summer employment
JTPA - salary
Bureau of Blind Services - salary
ICE - Independent Cooperative Education - liaison; training, funding, liaison with sped, AAMH - progress reports, social skills training IDL; training
HRS - Vocational rehabilitation counselor, training, adjustment; Vocational Rehabilitation, Transportation, funding, counseling, different job tryouts, coordination
Habilitation training program
Bureau of Business - advisory counselor
Abilities, INC - private local agency - training
COA - paid salary
Jaycees, civic/service organizations, DLS, ITMS - employability skills, job placement/support, instructional resource specialist - materials adaptation

C. Personal

Friends - from NARC
Family - father
Self - internship with TV station, physical therapy

III. Ongoing Services (continuation indefinite)

A. Educational

1. Personnel

Haney - counselor, social worker
Special educators - followup
Guidance - followup
Administration
support; SPED Department referral to CETA; principal

2. Programs - annual IEP, case conference; Special Vocational Services Department

Transfer from Haney workshop program to fulltime employment; counseling
Management of everyday affairs
banking - checking account; transportation - license; social skills - getting along with others, self-confidence; patience, discipline
Academic
math - money, making change, decisions, counting; reading - labels, read signs; English - writing, psychology/sociology - led to interest in social work and research; history; repetition to mastery; follow directions; employability skills

Other - entire ESE schooling
Extracurricular activities
cheerleading; personal - growth, development, responsibility, accuracy/pride, ask questions; recognition; Custodial Helper at MKL Center; Operation Involvement - followup, interest, carry

B. Agencies/organizations

AAMH (Association Advancement of MH)
CETA
JTPA - tracking/counseling
UPARC - sheltered setting, accountability
counseling, habilitation training, program representation
HRS - Vocational Rehabilitation, visits, supervision, meetings, counseling, social worker evaluation, tutoring, courses
Moose Club - support
Sunrise Nursery - sheltered setting; transportation
Florida Job Service Office; habilitation
Habilitation - sheltered workshop
Tax Credits to employers
vision, monitoring
AAMH - supervision, counseling, training, social worker, problem solving, workshop
Guidance Clinic - supervision, counseling, housing
Church

C. Personal

Friends - support
Family - parents, emotional support, father, mother, family business
Self - work record, attitude, assertiveness, common sense, dependability; self-control

D. Employer

Uniforms, transportation

APPENDIX G

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